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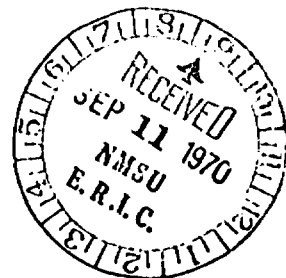
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ABSTRACT

A self-study of the Otto Elementary School in Otto, North Carolina, began in 1960 and was completed in 1963. The study was implemented to provide faculty and staff with an opportunity to evaluate school practices, identify areas needing improvement, and project future plans for improvement. One general goal, providing quality education for all pupils, was the overriding concept in discussions of curriculum change, facility improvement, and instructional materials. It was noted that continuous evaluation and home, school, and community cooperation were imperative to achieve this general goal. Major sections of the document are devoted to (1) surveys of the school and community, (2) purposes of the program, (3) the instructional program and curriculum, (4) the program of studies, (5) listing of personnel, (6) facilities and materials related to the instructional program, (7) community-school interaction, and (8) coordination of school, community, and other resources. It is concluded that the study was successful in that instruction was improved; community and school were more aware of school needs; better use was made of facilities; and workshops and extension courses helped professional growth of teachers. (Not available in hard copy due to marginal legibility of original document.) (AN)

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EVALUATING THE ELEMENTARY SCHOOL

Report submitted by:

OTTO ELEMENTARY SCHOOL

Otto, North Carolina

In cooperation with

Cooperative Program in Elementary Education
Southern Association of Colleges and Schools

Mr. B. G. Crawford, Principal

May 1963

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FOREWORD

Our self-study began in the fall of 1960 with all the personnel agreeing to participate. We became affiliated with Southern Association in 1960-61. Our school has used Evaluating The Elementary School, Good Schools For Children, Standards For Accreditation of Elementary Schools, Guide To The Evaluation and Accreditation of Elementary Schools, and Looking at Your School in making this study.

Otto School faculty participated in this self-study because it provided us an opportunity to evaluate our present practices, identify areas needing improvement, and project our future plans for improvement. This has given us an opportunity to see if we are providing quality education for all pupils.

Since education is our first line of defense in preserving and advancing our democratic way of life, we must attain the standards for superior education in our world today. We must keep this thought constantly before us as we make changes in the curriculum and provide better facilities and ample instructional materials.

Continuous evaluation is necessary if we are to educate every child to his topmost limit and help him become his best self. Home, school, and community cooperation is imperative if we are to achieve these goals.

SETTING

Location

Otto Elementary School is located ten miles south of Franklin and seven miles north of Dillard, Georgia on Highway U.S. 23-441. The school is in a town that exists only on the books. Otto was incorporated by an Act of the State Legislature but never developed into a town.

Historical Background

The first school in the Otto area was built after the Civil War in 1865 near the home site of C. R. Cabe. There were three other schools in this area during this pioneer period. These crude log buildings which were heated with huge fireplaces were erected by the people of the community at their own expense.

The first schools were in session for two months during the year. None of the teachers at that time had degrees, diplomas, or certificates. They were paid fifteen dollars per month for their services. Later the school term was extended consecutively to three, four, six, eight and nine months.

About 1898 the schools known as Otto and Tessenta were consolidated. A School house was built approximately midway between the two sections of the community. In 1910 they were separated and a school house for Otto was built near the present home site of Tom Alley.

At first Otto school had only one teacher but soon two more were added. This building burned during the

school term of 1932 and the term was finished in a tenant house of W. M. Parrish. By the time school started the next year, a two-room school building had been erected at the present site and was used until 1941.

Our present school building, a wood and native stone structure, was completed with W.P.A. labor and money in 1941. There were ten classrooms, two restrooms, an office for the principal, and an auditorium. By combining the schools of Otto, Mulberry, Bettys Creek, Mountain View, Academy, Hickory Knoll, Lower Tessenta, and Upper Tessenta, the Otto Elementary School under the principal, J. J. Mann, became Macon County's first consolidated school in the fall of 1941.

In 1946 the Maple Springs School in the Skeenah section burned. The Maple Springs children were then transported to the Otto Elementary School. This consolidation caused an over-crowded condition. When the present Union Elementary School was built, the Maple Springs children were transferred to it.

Since the completion of the original building a new lunchroom was added in 1957. The original building has been remodeled to provide three additional restrooms, a first aid room, and a central library. The principal's office has been enlarged, and a teachers' lounge has been provided.

The present elementary school has had two principals since its completion. Mr. J. J. Mann opened the school

in 1941 with seven other teachers and served as principal until he retired in 1948. The present principal, Mr. E. G. Crawford, has served with most of his current faculty since the fall of 1948.

Certain standards were set up by the State Department of Public Instruction for a school to become accredited. The Otto School Faculty began an intensive evaluation program in 1948 to see if the school could meet these standards. A five-year plan was initiated to achieve this goal. After hard work and money raising by parents, teachers and pupils, Otto Elementary School became the first accredited elementary school in Macon County. The parents, teachers, and pupils were not satisfied with just being accredited. They have added many things beyond those required. A central library was created before the State Department required one. Maps, globes, filmstrips, and other audio-visual equipment have been purchased to bring the school above the minimum requirements. Under the NDIA program mathematical aids and science equipment have been obtained in all grades.

The Parent-Teacher Association was re-organized in 1948 and was very active in helping the school meet state standardization. The Parent-Teacher Association had to assume the responsibility of raising money by holding square dances, carnivals, cake walks, and other forms of entertainment. When our present Superintendent, Mr. H. Busck, came into office the county began to purchase those things

needed for the school and money raising in the school has practically ceased. New furniture has replaced the worn-out pieces. Our school has taken advantage of the ND A money allotted by the Federal Government. Our Parent-Teacher Association has assumed the function that it was organized to do.

Community Served By The School

Otto Elementary School Community is composed of many small communities which comprise the Smithbridge Township, the second largest in the county. It is located in the southern part of Macon County next to the Georgia line. Many of the children in this community live nearer Georgia schools than Otto school.

After completing the 8th grade Otto pupils attend the District One High School in Franklin. Several high school pupils attend private school at Rabun Gap, Georgia.

Most parents in the community find employment in Franklin, North Carolina; Dillard, Georgia; and Clayton, Georgia. Burlington Industries have added to the economy of the community by establishing a hosiery plant at Franklin and a rug plant at Dillard, Georgia. Clayborne Manufacturing Company uses many mothers in the making of shirts at Clayton, Georgia. Zickgraf Hardwood Company has employed several of the fathers for many years.

Farming is still an important occupation for many parents. Seven Grade A dairy farms, which sell their milk

to Nantahala and Sealtest Dairies, boost the community economy. Several farmers produce pepper, beans, corn, and cucumbers for the Atlanta Farmers Market. The Meade Corporation buys pulpwood from the farmers during the entire year.

Enrollment

At the time of consolidation in 1941 the enrollment of Otto Elementary School was approximately 270 pupils with eight teachers. This enrollment was increased to 365 when the Maple Springs School was consolidated with Otto, and ten teachers were required. One grade had to use the auditorium because the largest classroom had been converted to a lunchroom. A maximum of 435 pupils was reached in 1950. In the spring of 1952 the Maple Springs pupils and two teachers were returned to the Union Elementary School. Since that time the enrollment at Otto School has gradually decreased to approximately 205 pupils today.

There has been an influx of retired couples who have bought old homes and farms. These couples do not have children to enter our school. Younger couples have left the community for better job opportunities. These factors are responsible for a gradual decline in school enrollment.

EXCEPTIONS

Grounds

1. Area above school plant was not drained when new cafeteria was completed.
2. Area needs grassing and landscaping when earth has been removed.

Buildings

1. Wood floors have not been refinished since discontinuing the use of floor oil.
2. Wainscotting in original building needs refinishing and painting.
3. Stage of auditorium needs repairing and painting.
4. Corridors need repainting.
5. Additional storage is needed for custodial supplies and audio-visual materials.

Personnel

1. School does not have a part-time librarian.
2. Secretarial help is provided for five days per month.
3. Principal is relieved of teaching duties for one and one-half hours each day by traveling teacher.

PROVISIONS FOR MEETING EXCEPTIONS


Grounds

1. Contractor will remove earth when pupils are not attending school.
2. Area will be grassed by county maintenance crew.
3. Landscaping will be completed with donated shrubs from parents.

Building

1. Wood floors are to be refinished in the summer of 1964 by county maintenance crew.
2. Corridors and auditorium are to be repaired and painted by county maintenance crew in the spring of 1964.
3. Wainscotting in the original building will be refinished or painted in the spring of 1964.
4. Storage for custodial supplies and audio-visual material will be constructed in the school year 1964-65.

Personnel


1. Part-time librarian will be employed in 1964-65 if one is available.
 2. Additional secretarial help is left to the discretion of the Superintendent and Board of Education.
 3. The amount of relief for the principal from teaching duties will be left to the discretion of the county administration.
- 

SURVEYS

School surveys have no value unless they are used to improve the school and community. These charts provide the teacher with a knowledge of the educational and occupational status of parents. They inform us why some parents are not willing to assume leadership in school activities.

The stability chart shows that our school has many parents who are permanent residents of the community. Our transient pupils are decreasing due to the lack of available homes for rent.

A survey of the complete community is being conducted of non-parents and parents of the school. This survey includes factors which will help us project future educational plans for our school and community.



EDUCATIONAL STATUS OF PARENTS OF THE PUPILS ENROLLED IN THIS SCHOOL

EDUCATIONAL STATUS	MEN		WOMEN		TOTAL	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Attended but did not complete Elementary School	43	45.3	23	21.7	66	32.3
Completed Elementary School	17	17.9	20	18.9	37	18.4
Attended but did not complete High School	20	21.5	35	33.0	55	27.4
Graduated from High School	13	13.7	25	23.6	38	18.9
Attended but did not graduate from Post-Secondary School	2	2.1	2	1.9	4	2.0
Completed a two-year College or Post-Secondary School			1	.9	1	.5
Graduated from four-year College (or equivalent course)						
Engaged in Graduate Study						
TOTAL	95	100.0	106	100.0	201	100.0

OCCUPATIONAL STATUS OF PARENTS OF PUPILS ENROLLED IN THIS SCHOOL

OCCUPATION	MEN		WOMEN		TOTAL	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Professional & semi professional	6	6.0	1	1.0	6	2.9
Farmers & farm managers	10	10.0			10	4.9
Proprietors, Managers, officials except farm						
Clerical & kindred workers	2	2.0			2	.9
Craftsmen, farmer and kindred workers	34	34.0			34	16.6
Salesmen & saleswomen	6	6.0			6	2.9
Operatives & kindred workers	10	10.0	31	29.5	41	20.0
Domestic service workers						
Service workers, except domestic	9	9.0	4	3.8	13	6.3
Farm laborers & farmers	6	6.0			6	2.9
Laborers except farm	14	14.0			14	7.0
Home makers			70	66.7	70	34.2
Unemployed or on relief	2	2.0			2	.9
Retired	1	1.0			1	.5
TOTAL	100	100.0	105	100.0	205	100.0

STABILITY

NOTE	1st GRADE	2nd GRADE	3rd GRADE	4th GRADE	5th GRADE	6th GRADE	7th GRADE	8th GRADE	TOTAL NO.	TOTAL PER CENT
1	23	2	2		2	1			30	14.9
2		22	2					1	25	12.5
3		1	27	1	1	1	1	1	33	16.4
4			1	24	1	2			28	13.9
5				2	20	1		1	24	11.9
6					1	22	1	2	26	12.9
7							16	1	17	8.5
8							2	12	14	7.0
9								4	4	2.0
or 10 more										
TOTAL	23	25	32	27	25	27	20	22	201	100.0


*NUMBER OF YEARS IN THIS SCHOOL (INCLUDING PRESENT YEAR)

PHILOSOPHY

We Believe:

A good school provides the pupils a place where learning, living, and evaluation are a continuous process. The elementary school can render no more important service to the pupils than to be broad enough to include not only the development of competency in the command of the basic skills, but also to include the provision for growth experiences in the areas of culture, health, emotional balance, maturity, citizenship, recreation, creative activity, spiritual, and physical growth.

The home, community, and school must work closely together for the discovery and full development of all good and constructive talents of each pupil. These forces must realize that pupils of today's schools have more advantages, but they have more responsibilities to assume in this rapidly developing universe. Our school program must be sufficiently adequate to provide each child an opportunity to grow and develop as individuals and as active participants in group living which will improve the quality of a democratic community life.



PURPOSES

- I. To give each pupil in our school just as adequate an education as one attending a larger school
 - A. To provide each pupil with a healthful attractive school environment
 - B. To acquire for each pupil adequate instructional materials, supplies, and equipment
 - C. To secure teachers with professional training and opportunities for them to grow in service
- II. To develop a curriculum which will provide the all around growth of all pupils
 - A. To develop skills and attitudes that will lend themselves to the growth of an intelligent and productive worker in economic life
 - B. To provide a program of instruction related to the community served
 - C. Stimulate growth in the ability to think rationally, express thoughts clearly, to read and listen with understanding to the maximum of his ability
 - D. To develop usable knowledge and understandings
- III. Individual development morally, culturally, socially, and spiritually
 - A. Ability to know right from wrong
 - B. Respect for other persons and ability to live and work cooperatively with others
 - C. Develop an appreciation of the beauty in nature, literature, art, and music
 - D. Develop the ability to use leisure time well and wisely, balancing activities that yield individual satisfaction with those socially useful
 - E. To develop an understanding of the rights and duties of a citizen of a democratic society, and a willingness to perform their obligations as a member of the school, community, state, and nation

IV. Developing and maintaining physical growth

- A. Realization of the need of adequate and timely medical and dental care
- B. Establishment of proper diet, sleep, exercise, and health habits
- C. To understand the inter-relation of physical growth and fitness and mental growth and development
- D. To know and obey the rules and regulations governing the control of communicable diseases

V. Utilizing the program and services for exceptional children

- A. Realizing the need for special training for the handicapped child
- B. Selecting handicapped children by:
 - 1. Working with parents and special teachers
 - 2. Using psychological and consultative services available
- C. Being aware of accelerated pupils by:
 - 1. Giving careful attention to mental ability, scores, and achievement test scores
 - 2. Referring accelerated pupils to special classes when possible

PROGRAM

The faculty and other personnel of our school believe that the school curriculum and instructional program should be based upon the growth, characteristics, and needs of elementary school pupils. Our program includes all organized educational experiences that pupils have under the authority of the school. The organized pattern through which these educational experiences are provided include organized bodies of knowledge and skills and activities to achieve these. We attempt to help the pupils attain mastery of the communication skills, understanding and appreciation of the best of culture, the highest concepts of active contribution to the common welfare, a sound mind in a sound body, and competencies required for success in the next step of educational experiences.

I. Knowledge of Children to be Taught

As a faculty we recognize a program that promotes wholesome growth and development is an understanding of children; what their abilities are; what they are interested in and why; what their individual needs are; what makes one child different from another; why children behave as they do; and how they actually learn.

A. Sources of information

1. Cumulative folders for each child containing
 - a. Envelopes listing attendance and scholastic data
 - b. Record of pupil's family

- c. Scores on mental, ability, and aptitude tests
 - d. Attendance
 - e. Evaluation of pupil's social and personal assets
 - f. Anecdotal records through eighth grade
 - g. Health records
 - h. Teacher guidance comments
2. Conferences
- a. Pupil-teacher conferences as needed
 - b. Parent-teacher conference on request
 - c. Information from other professional personnel
 - d. Report of attendance officer
 - e. Service agencies transmitting information
3. Health records containing
- a. Yearly teacher screening of pupils
 - b. Psychological examinations by State Psychologist
 - c. Nurse and doctor records on cumulative folders
 - d. Special recommendation from doctors
4. Home visitations
- a. Visiting of home by teacher if necessary
 - b. Report of attendance officer
5. Testing
- a. Achievement tests given in early fall to grades two through eight for diagnostic purposes
 - b. Intelligence tests given in grades two and five and to pupils who have not had a test

- c. Teacher made tests given as teacher considers necessary
- d. Aptitude tests administered in latter part of eighth grade for placement purposes in high school
- e. Reading Readiness Tests in first grade for grouping of pupils
- 6. Teacher judgment
 - a. Anecdotal records on cards in cumulative folder through eighth grade
 - b. Evaluation of social and personal assets recorded by teacher in cumulative folder
 - c. Teacher cooperation with service agencies
- 7. Service agencies
 - a. Psychological testing through welfare office
 - b. Report from referrals of Health Office
 - c. Records from special clinics such as Crippled Children and Eye Clinics
- 8. Professional literature
 - a. Current state and national magazine
 - b. Latest professional books and pamphlets from companies
- B. Strengths
 - 1. Holding conferences with parents when needed
 - 2. Interviewing children
 - 3. Making home visitations when necessary
 - 4. Physical examinations for pre-school pupils, and special referrals
 - 5. Teacher-nurse-doctor conference
 - 6. Sociograms in sixth, seventh, and eighth grades
 - 7. Teacher observations recorded on anecdotal records

8. Questionnaires to parents and pupils
9. Health records kept from pre-school through eighth grade
10. Using psychologist, social workers, and attendance officer

C. Areas needing improvement

1. Other ways of securing information
2. Full time physician for county
3. Better use of available material for guidance
4. More use of special professional personnel

D. Plans for improvement

1. Immediate plans
 - a. Use of sociograms in other grades
 - b. Using achievement tests for diagnostic purposes at the beginning of the year
 - c. Work more closely with special professional personnel
 - d. Use anecdotal records for personal guidance
2. Long-range plans
 - a. Encourage county to secure a full time doctor
 - b. Providing needed workshops for professional personnel
 - c. Attend extension and inservice courses that are practical

II. Scope of the Program

We believe a good school program must be comprehensive if the children are to become competent participants in modern living. We try to provide experiences that will improve the quality of living in the community.

In our instructional program we try to develop capabilities, understandings, and skills in areas that will help the pupils become well-rounded, useful, happy, healthy, and intelligent citizens.

- A. Our faculty and non-professional personnel attempt to provide a balanced program in mental and physical health and safety.
- B. We realize that the intellectual skills cannot be considered apart from physical, emotional, and social development.
- C. Our program includes those activities which will help pupils improve their social living in school, home, and community.
- D. Aesthetic appreciations and expression are encouraged in those activities within the classroom and through co-curricular activities.

III. Organization for Learning

The organizational structure of a school should insure a balanced program of experiences which will help in achieving the goals of the school. The main goal of our school is the development of the whole child. We are working toward this goal by making an effort to adapt our curriculum to the capacities and abilities of the pupils so as to insure a measure of success for the individual pupil. In order to meet the needs of each child, a wide range of differences in abilities must be taken into consideration. This may be done through the practice of a large unit organization which provides centers of interest out of which many subjects evolve in functional relationship.

A. Present practices

1. Principal and teacher pre-school conference

- a. Information about register and free basal texts given by principal
- b. Study records and individual cumulative reports of pupils of preceding year
- c. Discuss teacher placement and school program as a whole
- d. Plans made for daily-weekly schedule
- e. Make plans for distribution and use of supplies and equipment
- f. Discuss special services of the teacher
- g. Discuss school hand book to be compiled for distribution to parents
- h. Make tentative teacher-pupil load distribution

2. Roster of pupils for year

- a. List of pupils by grades available at opening of school
- b. Pre-school survey made six years in advance

3. Information about pupils

- a. Individual cumulative record and transfer records
- b. Anecdotal cards
- c. Physical health records
- d. Mental and achievement test results
- e. Pre-school clinic records and physical examination results

4. Daily schedule

- a. Flexible enough to meet the varying programs of work, but stable enough to insure

an equitable opportunity in subject areas

- b. Free time for pupils to pursue special interests and hobbies
- c. Provision made for rhythm of exercise and rest

B. Grouping

Successful grouping calls for a variety of procedures and materials. Our school assumes the responsibility for providing abundant instructional materials appropriate to the interests and capacities of all pupils. Our methods of instruction may call for several types of grouping within the class and school.

1. Present practices

- a. Class grouping by use of all available pupil information as ascertained from mental and achievement tests, readiness test, teacher observation, and judgment
- b. Equalize the number of pupils within the classroom
- c. Group by adjacent grades
- d. Group the mentally high with the mentally low of the next grade
- e. Flexible grouping to meet the changing needs of the pupils

IV. Teaching-Learning Process

The procedures used by teachers in the teaching-learning process should stimulate thinking on the part of all pupils. The teacher should act as a guide and bring maturity and breadth of experience

to the group. We try to understand our children by studying all available data in order to provide for their continuous development. The teaching-learning processes are considered under the following headings:

A. Teacher-pupil planning

There must be constant cooperative planning on the part of pupils and teacher if good teaching is done. It is necessary that pupils participate in planning the activities if the work is to be purposeful and all pupils know what to do.

1. Present practices

- a. Teacher and pupils select units of work
- b. Committees chosen by class to work on specific aspects of unit
- c. Goals set by teacher and pupils
- d. Some teacher-pupil planning in general class procedures
- e. Planning and making murals and friezes

B. Making use of a variety of learning experiences and media

In order to take care of individual differences and involve participation of all pupils a variety of experiences and media must be used.

1. Present practices

- a. Select units of work of current interest
- b. Use of dramatization and rhythms
- c. Correlation of art and music

- d. Free expression through a variety of media
- e. Sharing findings from committee work

C. Evaluating pupil progress

There should be constant evaluation of progress being made. Pupils and teachers should check to make sure the planned goals are being sought.

1. Present practices

- a. Know what is to be evaluated
- b. Teachers and pupils have a clear picture of the desired learning outcome
- c. Select an instrument best suited for measuring the specified outcome
- d. Diagnosis of the learning product and appropriate remedial procedure when desirable

D. Use of special teachers

Special teachers are better qualified when they have knowledge of the curriculum as a whole. It is our aim to make the best possible use of their special training by making their services an integral part of our program.

1. Present practices

- a. Pupils referred to itinerant speech therapist by teacher screening
- b. Special help through guidance service of county counselor
- c. Band instruction offered to pupils of the seventh and eighth grades
- d. Private piano lessons available

- e. Traveling teacher to relieve principal for one and one-half hours each day
- f. Severely handicapped children attend special education classes at county center in Franklin

E. Homework

It is our opinion that homework is for enrichment purposes and should be an outgrowth of the current unit of work designed to meet individual differences.

1. Present practices

- a. Homework is individualized according to interests and abilities of pupils
- b. Collecting materials from the natural environment relative to class work such as leaves, rocks, butterflies, etc.
- c. Listening to social issues on radio and television
- d. Reading newspapers and magazines
- e. Developing creative hobbies
- f. Reading library books
- g. Practice in fundamental skills assigned when necessary
- h. Teacher-pupil planning so pupils will understand and know the purpose of homework

F. Promotion

If there is valid evidence that a child may have to repeat one or more grades, we believe it is generally better for the earlier grades to be repeated. Before deciding on a pupil's promotion.

we give very careful consideration to all the factors that may affect his future educational life and personal development.

1. Present practices

- a. Use teacher's judgment as to the pupil's ability to work effectively with group in next higher grade
- b. Pupil's achievement and intelligence as measured by standardized tests
- c. Consideration given to the pupil's age and social development
- d. The child's mastery of the fundamental skills
- e. Teacher's grades throughout the year
- f. We retain a child in any grade if we think he can be benefited by doing so. We base our judgment on the above findings
- g. All non-promotions discussed with the principal
- h. Conferences held with parents

G. Areas needing improvement

1. All improvements requiring money will be made as budgeted or IDEA funds are available
 - a. Need a part time librarian
 - b. More time allocated to speech therapist and wider use of special education teachers
 - c. Release time for teachers during day
 - d. A better balanced program for the gifted child
 - e. More teacher-pupil planning

- f. One-half day of release time for principal

H. Plans for improvement

1. Immediate plans

- a. More teacher-pupil planning in some areas of learning
- b. A better balanced program for the gifted child
- c. One-half day of release time for principal

2. Long-range plans

- a. Provide release time for teachers
- b. Encourage parents to accept the special education program

PROGRAM OF STUDIES

I. Language Arts

The language arts are the arts of communication which should be a part of the intellectual equipment of every citizen in a democracy. It is our hope that we may help our pupils acquire the art of communication which includes clear thinking, vivid speech, intelligible writing, appreciative listening, reading with comprehension, skillful use of books, correct spelling, and legible handwriting.

Carl Sandburg once said, "All my life I have been trying to learn to read, to see and hear, and to write." It is challenging to realize that there is no end to the development of the language arts which are a single pattern of interrelated skills which cannot be learned separately. We recognize that learning of the language arts is closely related to individual growth patterns and experiences; that the ease with which a child masters these and his facility in the use of them greatly influence his personality and behavior. We, as teachers, must assume the responsibility to sharpen the child's interest, to develop functional skills which he knows how to use effectively, and to motivate him to seek to do what he does well.

A. Reading


The basic reading skills are the foundation of the language arts program. Their mastery provides the art of thinking and understanding, stimulated and guided by the printed page.

1. Purposes to provide:

- a. Quest for meaning
- b. Reading instruction
- c. Variety of reading matter
- d. Development of reading skills, vocabulary, speech, and comprehension
- e. Grouping based on abilities and interests
- f. Individualized reading
- g. Basic texts plus good supplementary materials
- h. Testing to capitalize on strengths and remedy weaknesses
- i. A flexible program appropriate to individual needs of pupils

2. Present practices

a. Skills

- (1) Use of phonics
 - (2) Gaining meaning from content
 - (3) Word recognition
 - (4) Comprehension
 - (5) Use of dictionary
 - (6) Interpretation (inference, organization, judgment, imagery)
- 

- (7) Word analysis, building, and structure
 - (8) Picture, map, and graph reading
 - (9) Use of tools
 - b. Continuous program through use of texts and manuals
 - c. Use of supplementary readers
 - d. Use of libraries (Otto, Fontana, Franklin)
 - e. Use of Weekly Readers
 - f. Use of other materials and story books - all individualized
3. Areas needing improvement
- a. Reading material in the homes
 - b. Better planned reading activities in all grades
 - c. More teacher-pupil planning
 - d. More drill on skills necessary for effective silent and oral reading
 - e. More stress on enunciation of words
 - f. Adaptable material for immature beginners
4. Plans for improvement
- a. Immediate plans
 - (1) More pupil-teacher planning
 - (2) Closer follow-up work on basic skills
 - (3) Encourage purchase of good reading material for homes
 - (4) Attend in-service education courses and workshops

b. Long-range plans

- (1) Continuation of immediate plans
- (2) Acquire more books on all levels and subjects, thereby giving opportunity to satisfy child's interest and encourage self-improvement
- (3) New filmstrips in language arts area
- (4) Work to keep children in school

B. Language

Our faculty believes that listening and reading furnish the child with ideas; talking and writing meet the needs for expression of ideas.

1. Purposes

- a. To develop the child personally
- b. To integrate language related skills - listening, speaking, reading, and writing
- c. To develop usage and patterns
- d. To provide experiences for the related skills
- e. To provide a learning atmosphere in the classroom
- f. To help create a language consciousness in each child

2. Present practices

- a. Skills in writing
 - (1) Making profitable use of capitalization, punctuation, and grammar usage
 - (2) Use of synonyms, homonyms, and antonyms

- (3) Taking notes and making outlines
- (4) Writing letters, notices, and announcements
- (5) Making reports, charts, and keeping records
- (6) Creative expression through various forms - stories, poems, etc.

b. Skills in speaking

- (1) Telephone conversations
- (2) Relating personal experiences
- (3) Choral reading and dramatization
- (4) Group discussions and giving directions
- (5) Participation in public programs
- (6) Reports
- (7) Correct pronunciation and enunciation
- (8) Grammar usage
- (9) Encouraging child to talk

c. Skills in listening

- (1) Sharing experiences
- (2) Reading poetry and jokes
- (3) Sharing library books and stories
- (4) Reading children's classics and other good literature
- (5) Relating news articles and current events
- (6) Choral reading
- (7) Music
- (8) Films

- (9) Following directions
- (10) Listening to learn and build a better vocabulary
- (11) Learning correct grammar usage

3. Areas needing improvements

- a. To correlate skillful oral and written language with all subjects
- b. To encourage each child to accept the correct usage to the extent that it becomes a part of him in his out-of-school living, though this may not coincide with his heritage
- c. To emphasize everyday social courtesies - thank you, apologies, etc.
- d. To give more attention to voices - modulation, pleasing tone quality, expression, pitch, and volume
- e. To make more recordings
- f. To provide more opportunities for first hand experiences from which children can create
- g. To encourage use of dictionary and other references to learn new words, pronunciations, accents, etc.
- h. To encourage more creative writing and original expression
- i. To listen effectively
- j. To have more pupil-teacher planning

4. Plans for improvement

- a. Immediate plans
 - (1) More pupil-teacher planning
 - (2) Utilize more teaching aids, visual aids, etc.

- (3) Use resource people and local authors when available
- (4) Record voices and listen to their sound
- (5) Take advantage of various situations as they arise in the room to establish correct grammar usage and to build better constructed sentences
- (6) Review and use all major skills for oral and written language and let them culminate into dramatization for class periods, radio programs, choral speaking, and assembly programs
- (7) Provide for differences in background in oral and written language

b. Long-range plans

- (1) Continuation of immediate plans
- (2) Work for higher standard of living for community by encouraging pupils to stay in school

C. Spelling

The need to spell with ease and accuracy is carried over into all other phases of the language arts. To meet this need, a systematic, unified, well-planned program of spelling is essential.

1. Purposes

- a. To teach pupils the words they need for writing in school and in their personal writing
- b. To teach the meanings and usages of words as well as their spelling
- c. To teach handwriting as a related part of the spelling program

2. Present practices

- a. Introduce new words in proper and natural setting
- b. Provide experiences which give correct usage of words
- c. Promote the use of words used often in written and oral conversation
- d. Use of phonics
- e. Daily use of dictionary
- f. Correlate spelling with other subjects
- g. Follow activities planned in text each week

3. Skills

- a. Develop phonetic knowledge
 - (1) Recognizing vowel sounds and combinations
 - (2) Recognizing consonant sounds and the other rules used in phonics to promote good spelling
- b. Constant use of word analysis
 - (1) Forming plurals and adding endings
 - (2) Dropping endings
 - (3) Recognizing prefixes, abbreviations, contractions, possessives and compound words
- c. Mastery of special spelling difficulties
 - (1) Double letters, silent letters
 - (2) Different spelling of same consonant sound
 - (3) Different sounds of the same letter

- d. Develop dictionary readiness and proper use of dictionary
 - e. Master words that are needed to express oral or written thoughts well
 - f. Show command of a variety of descriptive words in writing sentences or stories using spelling words
 - g. Practice correct pronunciation and clear enunciation
 - h. Use diacritical marks
 - i. Learn the pattern for dividing words
4. Areas needing improvement
- a. Problems of individual pupils not ready to spell
 - b. Correlate spelling in all subjects
 - c. Associate sound with syllable
 - d. More frequent application of spelling words in written work
 - e. Provision for taking care of individual difficulties
5. Plans for improvement
- a. Immediate plans
 - (1) Take care of individual difficulties in each class
 - (2) Make notations of misspelled words in written work
 - (3) Spell correctly in all writing activities
 - b. Long-range plans
 - (1) Show continuously increasing scope in the spelling vocabulary

- (2) Encourage habitual use of dictionary
- (3) Provide My Spelling Notebook for each pupil when budgeted funds permit

D. Handwriting

We believe handwriting to be an essential skill and work to conform habits in correct writing. Handwriting, as a part of the school program, functions as a tool which is used by the child to express his ideas.

1. Purpose

- a. To enable the pupil to write legibly
- b. To arouse in the pupil a desire to write well on all occasions and in all subjects
- c. To develop in the pupil the ability to diagnose his writing
- d. To create a desire to correct and improve writing

2. Present practices

- a. Correlate daily all written work with other subjects
- b. Manuscript writing used in the first grade and first half of second grade
- c. Manuscript writing continued through grades in map work, posters, and as needed
- d. Cursive writing begun in second half of second grade and continued through each grade
- e. Encourage proficiency as to accuracy of form, proper spacing, and arrangement on page
- f. Developing a desire to write well

3. Skills

- a. Writing legibly
- b. Correct formation of letters
- c. Correct spacing
- d. Correct arrangement on page
- e. Neatness and a desire to write well

4. Areas needing improvement

- a. Emphasize correct formation of letters as to size, shape, slant, and correct spacing
- b. Develop the importance of legible handwriting
- c. Create a desire to write well

5. Plans for improvement

- a. Standard writing scales for rate and quality for each grade
- b. Get pupils to show evidence of pride and ease in handwriting
- c. Improve handwriting in all areas

II. Arithmetic

We are striving to provide a program of instruction in arithmetic which will enable each child, according to his ability, to use this knowledge as a tool which will equip him to live in a society demanding this knowledge.

A. Purposes

- 1. To teach the four fundamental processes
- 2. To establish a mathematical vocabulary
- 3. To provide ample practice in problem solving

4. To provide drill as needed
 5. To discover each child's difficulties in arithmetic concepts and skills
 6. To carry on a sequential program as outlined by the text
 7. To introduce new mathematical concepts
- B. Practices used in our school to gain these purposes are
1. Skills in the four fundamentals taught by
 - a. Use of texts
 - b. Games and contests
 - c. Pictures
 - d. Blocks
 - e. Play store
 - f. Number charts and flash cards
 - g. Chalkboard
 - h. Place value board
 - i. Oral and written drill
 - j. Bulletin board exhibits
 - k. Individual instruction
 - l. Correlation of numbers with other subjects
 - m. Reading time tables
 - n. Making and interpreting graphs
 - o. Films
 - p. Use of measuring devices
 - (1) Rulers, yard sticks
 - (2) Jars - pints, quarts, etc.

- (3) Geometric figures
 - (4) Compasses and protractors
 - (5) Abacus
 - (6) Metric weights and meter stick
2. Skills in problem solving taught by
- a. Use of texts
 - b. Mathematical vocabulary
 - c. Material provided on ability level
 - d. Films
 - e. Measuring devices
 - f. Finding averages
 - g. Budgeting and expense accounts
 - h. Correlation with other subjects
 - i. Working with living costs (taxes, insurance, interests, etc.)
 - j. Practical application of everyday learning
 - (1) Telling time
 - (2) Counting lunch money
 - (3) Taking ice cream orders
 - (4) Realistic problems relating directly to children's personal experiences
 - (5) Play store
 - (6) Pictures
 - (7) Teacher conferences

C. Strengths

- 1. Following curriculum guide
 - a. Use of texts as a step by step program through all grades

- b. Use of allotted time
 - 2. Use of teaching and visual aids
 - 3. Dealing with problems of everyday and personal experiences
 - 4. Time spent in drill
 - 5. Basic concepts stressed
 - 6. Some teachers taking advantage of inservice course on modern mathematics
- D. Areas needing improvement
- 1. More individual help for slow and rapid learners
 - a. More meaningful practice in place of tiresome drill for fast learners
 - b. A variety in presenting drill for slow learners
 - 2. More correlation of mathematics with other subjects
- E. Plans for improvement
- 1. Immediate plans
 - a. More planning and preparation by school personnel
 - b. Using mathematics in other subjects
 - c. Read professional literature so as to keep up with new trends in mathematical education
 - d. Strive to use available materials to build and maintain interest
 - e. Careful observation of test results to realize strengths and weaknesses of pupils
 - f. Strive for neatness in written work, accuracy in the four fundamentals and in interpretation of problems

2. Long-range plans

- a. Keep up with new trends in mathematics by professional reading
- b. Take advantage of in-service education
- c. More teacher conferences to
 - (1) Acquire teacher judgment concerning individual pupils
 - (2) Study test results as a guide in planning a program to fit the slow, average, and rapid learners
- d. To strive to teach mathematics, not just as a classroom lesson, but as a sequence of lessons to help the child make a future living for himself

III. Science

In our elementary science program we strive to make use of the natural surroundings in developing the capacity to perceive and understand the immediate environment by reliance on scientifically proven facts and effective problem solving and through motivated inquisitiveness to widen the scope of interest.

A. Purposes

1. Development of knowledge, understanding, and appreciation of surroundings - natural, man-made, and beyond the earth
2. Presentation of experiences in science that develop interest and power of observation requiring scientific methods in solving
3. Acquaint children with structure of physical world and its harnessable energy - a sequential gradation of learning

4. Arouse expanding interest in scientific phenomena and effect upon man
5. Instill an appreciation of contributions of scientists to our way of life

B. Present practices

1. Developing skills in

a. Ability to read and interpret text

- (1) Vocabulary building through pronunciation, recognition, defining science words
- (2) Silent and oral reading, reports, drawings
- (3) Following instructions for suggested experiments

b. Working independently

- (1) Solving problems by experimenting
- (2) Collecting resource materials from library and community
- (3) Special study by individuals to bring class additional information and experiences

c. Distinction between fact and fancy

- (1) Create willingness to repeat experiment to arrive at conclusive result
- (2) Practice of withholding judgment until adequate data presented
- (3) Encourage a change of opinion because of new and reliable evidence

d. Effective use of simple laboratory equipment

- (1) Find and set up apparatus for experiment
- (2) Store tools properly after use

2. Provide interest in balanced science program by
 - a. Adjusting course to meet individual and group needs
 - b. Collecting and classifying objects from natural environment - wild flowers, leaves, rock, soil, etc.
 - c. Observing actual changes in environment as related to seasons
 - d. Use of films and filmstrips
 - e. Experimenting with terrarium and aquarium
 - f. Use of illustrative materials as drawings, charts, booklets

C. Strengths of present practices

1. Use of library and supplementary books
2. Use of audio-visual aids
3. Use of newspaper and television for current developments
4. Teacher-pupil planning of more difficult experiments and record keeping
5. Knowledge of conservation and weather developed by yearly visits to Coweeta Hydrological Station by upper grades

D. Areas needing improvement

1. Greater use of local resource personnel (employees of Coweeta Experiment Station, Forest Service, Conservation Service, Wild Life)
2. Planned trips to industrial plants (Franklin Hosiery Mill, Furniture Company, Creamery, Rug Mill, Electric Plant)
3. Planned visit to Forest Lookout Tower
4. Better use of available materials

5. More effective correlation with other subjects

E. Plans to meet needs

1. Immediate plans

- a. More effective use of scientific equipment in schools
- b. Encourage individual research, experiments, and reports
- c. Better use of audio-visual materials
- d. Extending interests in scientific phenomena by providing books and encouraging observation

2. Long-range plans

- a. More frequent use of research personnel
- b. Continuation of collection of up-to-date materials
- c. Teacher improvement by supplementary reading and work-shop
- d. Providing means of conveyance for field trips to points of interest through budgeted funds
- e. Room for science equipment where different grades may go for class

IV. Social Studies

The social studies program is rather wide spread. In it we plan experiences to develop understanding, skills, and attitudes which will help pupils meet the situations they will encounter in this rapidly changing world. We hope to help develop in them an appreciation of the rights and heritage that are theirs through the efforts of their ancestors in building a great democracy and giving them the

opportunities of which few nations can boast. We strive to give such training that will enable them to participate effectively in social living, to be able to make wise choices and decisions, and to develop high moral and spiritual values.

A. Purposes

1. Clarify the meaning of democracy and its application to living
2. Stress the importance of human relationship necessary in our society
3. Learn about the historical development of our country
4. Improve the ability to use maps, globes, charts, graphs, and reference material effectively

B. Present practices

1. Acquiring skills

- a. Giving opportunities in interpreting and understanding maps, globes, graphs, and natural features
 - (1) Use of a variety of maps and illustrations
 - (2) Practice in the use of visual aids
- b. Studying the story of our country and discovering the past in order to understand and appreciate our rights and heritage
 - (1) Textbooks
 - (2) Filmstrips, discussions, research, reports, bulletin boards, observation of patriotic days, and resource people
- c. Providing experiences to create interest, and effectively use sources of information

- (1) Oral reports and visual aids
 - (2) Written reports and illustrated booklets
 - d. Practicing democratic living
 - (1) Teacher-pupil planning, sharing, and accepting responsibilities
 - (2) Learning to cooperate in group policies and respecting rights of others
 - e. Developing interest in current events
 - (1) Discussion of television and radio reports
 - (2) Use of daily papers
 2. Having experiences which are based upon accurate knowledge of pupils' readiness needs and interests
 3. Learning to share materials, space, and ideas with others - to use materials constructively and without waste
- C. Strengths
1. Maps and globes beyond state requirements
 2. Using available material in library
 3. Opportunities to develop moral and spiritual values
 4. Democratic procedures in group activities - respect for the rights of others
- D. Areas needing improvement
1. More teacher-pupil planning
 2. More correlated unit work
 3. Wiser use of available resource people and materials
 4. Greater challenge to the capability of students
 5. More field trips

E. Plans for improvement

1. Immediate plans

- a. Use more resource people
- b. Encourage more research, reports, and creative work
- c. Make more use of local facilities and field trips
 - (1) Historical places, industrial plants, dairies, newspapers, and other places of interest
- d. More teacher-pupil planning

2. Long-range plans

- a. Add to reference library through budgeted funds
- b. Wider use of community resources
- c. Encourage more profitable use of available materials in school and public libraries

V. Health and Safety

School health education involves all of the learning experiences in the various situations which favorably influence health knowledge, attitudes, and habits. Our program is organized and administered as an integral part of the total school program. The faculty attempts to provide opportunities for children to acquire the understandings and to develop the skills necessary for the various aspects of a healthful and safe life.

A. Purpose

Our elementary school provides opportunities for children to develop and maintain

1. Physical strength and coordination
2. Mental and emotional health
3. Balanced diets
4. Sound health habits
5. Concern for health and safety of others
6. Interest in games and hobbies
7. Knowledge of safety practices in every day living

B. Present practices

1. Developing skills and attitudes
 - a. Good nutrition necessary to physical health
 - (1) Learn nutritional values of various foods
 - (2) Textbooks, charts, and posters
 - (3) Good eating habits - encourage eating in school lunchroom
 - b. Personal health habits
 - (1) Stress care of teeth, eyes, hair, and body
 - (2) Conferences, texts, pamphlets
 - c. Knowledge and practice of safety and first aid
 - (1) Fire drills and fire prevention study
 - (2) Safety hazards at school and home
 - (3) Use of available literature and texts

- d. Develop muscular strength, coordination, and good posture
 - (1) Games and exercises
 - (2) Outdoor activities
 - e. Knowledge of body structure and functions
 - (1) Use of text and library material
 - (2) Use of charts
 - f. Responsibility in keeping surroundings clean and attractive
 - (1) Appointing individuals to be responsible for tidiness of room, blackboards, bulletin boards, etc.
 - (2) Keeping desks, bookshelves, and other furnishings neat
 - (3) Making pupils conscious of care of grounds and play area
2. Provide opportunities for the development of mental and emotional health
- a. Encouraging pupils to accept responsibilities in classroom and playground
 - b. Giving every pupil an opportunity to succeed
 - c. Help each child by individual counseling
 - d. Providing group responsibilities in classroom
 - e. Helping the needy without making an issue of it
3. Providing a healthful physical environment
- a. Playground space adequate for physical education program
 - b. Building and grounds well kept
 - c. Furniture provided for all sizes of pupils

- d. Attractive and adequate lunchroom provides a balanced lunch
 - e. Buildings and grounds inspected to insure safety for each child
4. School health services provided
- a. Immunization program
 - b. Pre-school program
 - c. Hearing and Eye Clinic
 - d. Clinics for handicapped children (spastic, heart, crippled children)
 - e. Periodic inspection for fire by principal and state inspector
 - f. Sanitarian's regular inspection
5. Providing instruction outlined in suggested curriculum
- a. Following suggested texts and manuals
 - b. Furnishing a balanced lunch at noon
 - c. Using audio-visual material in teaching

C. Areas needing improvement

- 1. Recognizing the efforts of every child
- 2. More time spent guiding the gifted pupil
- 3. Better equipment and facilities for playground
- 4. Furniture arranged so as to contribute to a feeling of informality
- 5. Playground area (needs paving)
- 6. School visitation by doctor and nurse
- 7. Floors (need refinishing to prevent dust)

D. Plans for improvement

1. Immediate plans

- a. Attempt to provide for individual differences
- b. Arrange furniture informally
- c. Refinish floors in classrooms and auditorium


2. Long-range plans

- a. Acquire additional equipment for the playground
- b. Pave a playground area
- c. Encourage better community health services

VI. Physical Education

Although the faculty recognizes that physical education is a part of the health program, we contend that the classroom teacher has an opportunity to maintain proper balance in exercise, rest, and relaxation. Children in their normal growth and development need physical activity each day. This physical activity may be in the classroom, on the playground, or in the auditorium.

A. Purposes

1. The protection and improvement of health and development of physical fitness
 2. Increase in strength and neuro-muscular control
 3. Provide opportunity for development of desirable social attitudes and standards of conduct
- 

4. Acquisition of skills, habits, and attitudes in physical education activities
5. Contribute to wholesome and enjoyable leisure pursuits of children

B. Present practices

1. Indoor activities

a. Skills developed

- (1) Motor control through relays, rhythm exercises, and use of big muscles
- (2) Coordination improved through play exercises, dancing, self testing activities, rhythms, and relays
- (3) Following directions from a leader
- (4) Accuracy in team games of volleyball and basketball

b. Use of auditorium and classrooms for indoor games

c. Rhythmical activities correlated with other areas of curriculum

d. Recreational activities such as games and folk dances

2. Outdoor activities

a. Skills developed

- (1) Coordination through team games of softball, basketball, and volleyball
- (2) Muscular control from running games of low organization to team games
- (3) Relaxation through exercise of the larger muscles

b. All grades have thirty minutes supervised play each day

c. Each group given fifteen minutes free play in primary and grammar grades

- d. Games decided through teacher-pupil planning

C. Areas needing improvement

- 1. More variety of activities during the year
- 2. Better indoor play equipment
- 3. Paved playground area
- 4. More teacher-pupil planning of physical activities
- 5. Better use of existing equipment

D. Plans for improvement

- 1. Immediate plans
 - a. Plan a variety of activities through more effective teacher-pupil planning
 - b. Acquire indoor play equipment by making such things as bean bags, relay sticks, and rhythm instruments
 - c. Use existing equipment more effectively
- 2. Long-range plans
 - a. Paved playground area through budgeted funds
 - b. Enlarge primary play areas
 - c. Add play equipment such as jungle gym, chinning bars, and overhead ladder

VII. Music and Related Arts

We recognize that music and related arts should be correlated and interrelated with the entire school program. The finest thoughts and aspirations are expressed through these media. We try to make it a genuine part of general education, rather than an isolated segment of the curriculum.

A. Music

1. Purposes

- a. To make music adaptable to every age and interest level and to every degree of mental and physical development
- b. To give all children an opportunity to understand, interpret, appreciate, and make good music

2. Present practices

- a. Learning songs adapted to age and experiences
- b. Learning seasonal songs
- c. Group singing
- d. Playing rhythm band instruments
- e. Band instruction
- f. Private piano lessons
- g. Folk dances
- h. North Carolina Symphony Concert
- i. Listening to records
- j. Free and directed rhythmic expression

3. Skills

- a. Rote learning
- b. Pitch and tone
- c. Good posture
- d. Correct enunciation and pronunciation
- e. Learn names of different instruments
- f. Attentive listening
- g. Locomotor and axial movements by rhythmic expression
- h. Creative thinking

4. Areas needing improvement
 - a. Need new piano
 - b. More rhythm band instruments
 - c. Filmstrips related to music
 - d. In-service training for teachers
 - e. More time and thought given to music correlation
5. Plans for improvement
 - a. Immediate plans
 - (1) Buy filmstrips related to music with budgeted money
 - (2) Take advantage of available in-service training
 - (3) Give more time to music correlation
 - b. Long-range plans
 - (1) Buy new piano
 - (2) Buy more rhythm band instruments

B. Art

1. Purpose
 - a. Provide for creative expressions
 - b. Cultivate an appreciation of beauty in environment
 - c. Give opportunity for release of tension and pent up feelings
2. Present practices
 - a. Making friezes and murals with crayons, paint, and chalk
 - b. Illustrating stories and poems by drawings

- c. Dramatizing stories
 - d. Use of finger paint
 - e. Modeling with clay
 - f. Planning and designing bulletin boards
 - g. Study of reproduction of great pictures and painters
 - h. Display of children's work
3. Skills
- a. Proportion, balance, and line
 - b. Pleasing arrangements
 - c. Mixing of colors
 - d. Sequence
 - e. Muscular movements
4. Areas needing improvement
- a. Use of papier mache
 - b. Carving with soft materials
 - c. Action drawing
 - d. Promote art exhibits within the school
 - e. Encourage more creativity
 - f. More filmstrips related to art
5. Plans for improvement
- a. Immediate plans
 - (1) Use of papier mache
 - (2) Use of soap for carving
 - (3) Encourage more creativity and action drawing

b. Long-range plans

- (1) Buy filmstrips related to art through budgeted funds
- (2) Promote art exhibits within the school

VIII. Library

Our school library is a depository of books, magazines, and other communicative materials, accessible to children and teachers. As a part of the school, the library has become essential to the process of learning by stimulating the enjoyment and appreciation of good reading, enriching and supplementing the instructional program, and offering experiences in wholesome living.

A. Purposes

1. Provide materials and services most appropriate and most meaningful for pupil growth and development
2. Help the pupil derive the fullest benefit from classroom instruction by extending the boundaries of their knowledge and experiences
3. Give opportunities through library experiences for pupils to develop helpful interests and acquire desirable social attitudes
4. Aid the pupil in becoming an effective, skillful, and discriminating life-time user of the library, and of printed and audio-visual materials
5. Instill in the pupil a lasting love and appreciation of good books

B. Present practices

1. Cultivation of skills in

- a. Understanding library organization sufficiently to locate desired books
 - (1) Teacher instruction in Dewey Decimal System - method used dependent on grade level
 - (2) Encouragement of browsing to satisfy personal interests
- b. Effective uses of reference materials, dictionaries, and encyclopedias in fact finding
 - (1) Research for specific information
 - (2) Locating information through the use of index, guide words, etc.
 - (3) Skimming to locate definite information
 - (4) Reporting pertinent findings to class
- c. Intelligent interpretation of material read
 - (1) Note taking
 - (2) Group information in logical sequence
 - (3) Present findings clearly and logically
 - (4) Practice in interpreting maps, charts, and graphs
- d. Ability to evaluate the information given
 - (1) Compare information from different sources
 - (2) Relate knowledge gathered from various books
 - (3) Check copyright date
- e. Reading for enjoyment
 - (1) Inviting materials always available in desk or room
 - (2) Reports on materials that satisfy the interest

- (3) Having in the library an atmosphere of quietness and attractiveness conducive to reading and relaxation

2. Pupil activities in library

- a. Regular class scheduled for periods in library
- b. Student assistants check books in and out
- c. Teacher gives instruction in development of library skills
- d. Regular periods used for magazines, newspaper, and reference material
- e. Pupils trained to select and use audio-visual material for unit of study

3. Teacher activities

- a. Helps provide pupil-teacher informational file
- b. Gives instruction in library skills to groups and individuals
- c. Selects books to be purchased on various reading levels from pupil suggestions

C. Areas needing improvement

- 1. Improvement of informational file
- 2. Part-time librarian with clerical help

D. Plans for improvement

- 1. Immediate plans
 - a. Purchase as many additional books as county allocated funds permit
 - b. Greater use of present collection
- 2. Long-range plans
 - a. Provide a daily newspaper

- b. Continue request for part-time librarian with clerical help
- c. Use parents for more of routine tasks

IX. Social Living


The Otto School faculty seeks to develop, and direct patterns of conduct which will best satisfy and elevate the mental, emotional, social, and spiritual needs of the children in their care. Realizing the importance of human relationships and understanding in living and working in a democratic society, we try to build in each child a feeling of security, adequacy, and of belonging by providing opportunities for participation in groups and as an individual, in learning the fundamentals, in unit work, and in the cultivation of his personal interests.

A. Present practices

1. Community survey to secure data concerning occupations, educational and economic status, church and civic organization affiliations of parents for the purpose of showing the relationship of the child's background to his problems, and to his needs thus enabling us to live and work together more effectively
2. Practicing democracy by giving everyone an opportunity to lead in some activity
 - a. Having charge of morning devotion
 - b. Rotating the leadership of games
 - c. Acting as hostess at lunch table and monitor in room, hall, and bus

3. Provide for self-expression by dramatization, drawing, and creative writing
4. Teacher-pupil planning in presenting programs, physical education, art, and unit work.
5. Stress individual respect for the group and group respect for individual in work and play
6. Encourage development of spiritual and moral values by
 - a. Morning devotion by pupils
 - b. Group and pupil-teacher discussion of correct and appropriate behavior
7. Parents keeping bed linen clean for first aid room and acting as chaperons for parties and field trips

B. Strengths

1. Teachers recognize the dignity and worth of the individual
 - a. Listen to child - commend or correct
 - b. Encourage weaker child to achieve a degree of success
 - c. Gifted children urged to explore and do research beyond class requirement
 2. Opportunity given each child to participate in all phases of school life
 - a. Expression of views in group discussions encouraged
 - b. Use of creative writing, art, and drama
 - c. Full participation in physical education urged
 3. Children's willingness to accept everyone as an equal and show concern for his well-being
 4. Opportunity given to live and work cooperatively with kindness and courtesy in a democratic manner by
- 

- a. Classroom organization
 - b. Tasks in homeroom and library
 - c. Unit work and science experiments
- 5. Use of community survey to obtain a better understanding of child
 - 6. Cooperating with Health and Welfare Department and civic organizations to improve child's well-being

C. Areas needing improvement

- 1. Practice of good behavior habits when not under supervision
 - a. More courtesy and respect on school bus, in assembly, and on street
 - b. Quietness when teacher is absent from room
- 2. More attention to table manners
- 3. Eliminate unnecessary noises in corridors and restrooms
- 4. More resourcefulness and a greater sense of responsibility in completing assignments
- 5. Greater appreciation for beauty in nature and surroundings, of music, and of the masterpieces of art

D. Plans for improvement

- 1. Immediate plans
 - a. More teacher-pupil planning of class-work and recreation
 - b. Use of P.T.A. members in library and recreational program outside school hours
 - c. Frequent teacher-parent consultation

- d. Develop a greater respect for private and public property

2. Long-range plans

- a. More frequent use of playground, auditorium, and lunchroom for community activities
- b. Parents assume more responsibility in P.T.A. programs
- c. Possible use of certified parents for substitutes for teachers attending special meetings

PERSONNEL

Public regard for the school can never reach a higher level than that of those who teach. Day after day the teachers are making impressions which carry a terrific impact into community life. Our teachers feel that they must be devoted to ideals which are being constantly implanted in the minds of future leaders. The success of the whole program depends upon this dedication. The longevity of experience at our school shows that the teachers have cooperated with parents, pupils, and other personnel in carrying out our program.

Our non-professional personnel is always alert to improve our school. Their loyalty, cooperation, and hard work has been an inspiration to the parents, faculty, and pupils. Their dedication to the daily tasks make it possible for pupils and teachers to enjoy the safety, comfort, and nourishment in our school program.

I. Certified personnel

- A. Mr. Emerson G. Crawford, Graduate Principal, B.S. Western Carolina College, M.B. University of North Carolina, age 45, 25 years experience with 17 years at Otto
- B. Mrs. Eunice Siler, Grammar A, B.S. Western Carolina College, age 57, 35 years experience with 19 years at Otto
- C. Mrs. Martha Shields, Grammar A, B.S. Western Carolina College, age 51, 29 years experience, with 6 years at Otto

- D. Mrs. Nancy Taylor, Grammar A, B.S. Western Carolina College, age 55, 22 years experience with 10 years at Otto
- E. Mrs. Mary Byrd, Grammar A, B.S. Western Carolina college, age 53, 25 years experience with 15 years at Otto
- F. Mrs. Beatrice Alley, Primary G, B.S. Western Carolina College, M.A. Western Carolina College, age 59, 36 years experience with 28 years at Otto
- G. Mrs. Hazel Norton, Primary A, B.S. Western Carolina College, age 55, 24 years experience with 18 years at Otto

II. Non-certified personnel

- A. Custodian, Mr. David A. Chastain, age 62, 16 years experience with 16 years at Otto
- B. Secretary, Mrs. Mary Justice, Business Extension Emory University, 21 years experience, 5 days per month at Otto
- C. Bus driver, Mr. Miller Norris, adult, 14 years experience at Otto
- D. Bus driver, Mr. Tommy Lee Rogers, adult, 4 years experience at Otto
- E. Bus driver, Mr. David A. Chastain, adult, 4 years experience at Otto
- F. Bus driver, Mr. Bill Bradley, adult, no previous experience
- G. Bus driver, Mr. Earnest Chastain, student, 2 years experience at Otto
- H. Bus driver, Mr. Erskine Monteith, student, 1 years experience at Otto
- I. Bus driver, Mr. Sammy Lee Seagle, student, 2 years experience at Otto
- J. Bus driver, Mr. James Ammons, student, 1 years experience at Otto
- K. Lunchroom manager, Mrs. Ruth Cabe, 1 years experience at Otto

- L. Lunchroom cook, Mrs. Alva Carpenter, 1 years experience at Otto
- M. Lunchroom cook, Mrs. Julia Vanhook, 1 years experience at Otto

III. Auxiliary Personnel

- A. Supervisor, Mrs. Elizabeth Guffey, B.S. Western Carolina College, M.A. Peabody College, 39 years experience with 16 years in Macon County
- B. Special Education (Speech), Miss Esther Seay, B.S. Western Carolina College, M.A. University of North Carolina, 29 years experience with 7 years in Macon County
- C. Band Instructor, Mr. James H. Harwell, B.S. Memphis State Teachers College, Appalachian Teachers College, 7 years experience with 2 years in Macon County
- D. County Lunchroom Supervisor, Mrs. H. Bueck, B.S. Home Economics, Anderson College, S.C., 7 years experience in Macon County
- E. County Nurse, Mrs. May Shope, R.N. Roanoke Rapids Hospital, Graduate Work, Peabody College, 27 years experience with 15 years in Macon County
- F. County Doctor, Dr. James T. Googe, 32 years experience
- G. Attendance Officer, Mr. Jim Waldroop, Georgia State College 2 years, Highway Patrol, Metropolitan Police of Atlanta (Juvenile), 8 years experience in law enforcement, no previous experience in present position

IV. Special personnel

- A. Teacher, Mr. Jonley Owens, Grammar A, B.S. Demorest College and Western Carolina College, 7 years experience, this is the first year in present position. Mr. Owens relieves principal one and one half hours each day.

V. Areas needing improvement

- A. Certified personnel be replaced by young teachers as vacancies occur

- B. More secretarial help needed
- C. Part time librarian needed
- D. Principal relieved of teaching duties for one-half day
- E. Provision for free time for teachers

VI. Plans for improvement

- A. Immediate plans
 - 1. Provide more secretarial help
 - 2. Employ a part time librarian
 - 3. Relieve principal of teaching duties for one-half day
 - 4. Provide free time for teachers
- B. Long-range plans
 - 1. Hire young teachers as vacancies occur
 - 2. Encourage continued cooperation among personnel

FACILITIES AND MATERIALS

A healthful, livable, attractive school environment and adequate equipment are essential if children are to do their best in learning. The effectiveness of our instructional program depends on the facilities and materials we have, and the use we make of them. By constant evaluation and improvements we strive for full utilization of all materials and equipment available. Our first aim has been to provide only materials conducive to learning and to stimulate the imagination of the pupils to gain meaningful experiences by collecting needed supplies from surrounding resources. The Board of Education and Superintendent have relieved the parents of the community of supplying materials by making them available through budgeted funds.

I. Grounds

A. Status

1. Six acres of adequate space
2. Well removed from undue noises
3. No rubbish and factory odors
4. Greater percent of grounds well drained
5. Lawn of building attractively landscaped
6. School forest of white pines on school ground
7. Community use of playground for baseball and basketball
8. Concrete walkways around most of building

B. Areas needing improvement

1. Better drainage above school plant
2. Grassing of eroded areas
3. Provide a hard surface play area
4. Keeping trash off play areas and lawn

C. Plans for improvement

1. Immediate plans
 - a. Drain and landscape area above plant
 - b. Grass eroded areas
 - c. Provide cans on play areas for trash
2. Long-range plans
 - a. Provide a hard surface play area through budgeted funds
 - b. Keep school grounds free from safety hazards

II. School plant

Our school plant is a beautiful structure of native stone which was found in the community. The lunchroom, which has been added in later years, is constructed of cinder blocks and brick veneer.


A. Classrooms

1. Status
 - a. Lighting and ventilation satisfactory
 - b. Adjustable shades in each classroom
 - c. Area of classrooms 36'x22'
 - d. All rooms located on ground floor
 - e. Eight available classrooms

- f. Area in each room with enclosed coat screen
 - g. Lavatories with drinking fountain in each classroom
 - h. Storage in each room for books and supplementary materials
 - i. Adequate bulletin and chalk boards
 - j. Insulation overhead in each room
 - k. Moveable furniture in each room
 - l. Central heating system for school plant
 - m. Full length mirrors in each room
2. Areas needing improvement
- a. Wood floors need refinishing
 - b. Wainscotting on walls need refinishing and varnishing
 - c. Repair to windows to keep from rattling
 - d. Treat for termites in some rooms
3. Plans for improvement
- a. Immediate plans
 - (1) Refinish wood floors
 - (2) Treat for termites
 - (3) Repair windows
 - b. Long-range plans
 - (1) Refinish and varnish wainscotting in each room
 - (2) Paint each room as needed

B. Library

- 1. Status
 - a. Large classroom converted into central library

- b. Contains 2276 volumes with 11.3 books per pupil
 - c. Adjustable shelving for books
 - d. Card catalogue and assessment records kept up to date
 - e. Some audio-visual aids stored in library
 - f. Two dollars per year spent for books
 - g. Ten magazines meeting state requirement
 - h. Four encyclopedias within ten year copyright date
 - i. Dictionaries and atlases within four year copyright date
 - j. Seating adequate for largest class
 - k. Books selected by teachers, pupils, and librarian
2. Areas needing improvement
- a. No workroom in library
 - b. Additional tables for pupils
 - c. Shelving for storage of magazines
 - d. More adequate racks for holding newspapers
 - e. Typewriter for library
3. Plans for improvement
- a. Immediate plans
 - (1) Acquire typewriter
 - (2) Provide additional tables for pupils
 - (3) Get a more adequate rack for holding newspapers
 - b. Long-range plans
 - (1) Provide work area in library
 - (2) Secure additional shelving for storage of magazines
- 

C. Cafeteria

1. Status

- a. Adequate seating for half of membership
- b. Shelving in storeroom meets requirement
- c. Well equipped kitchen
- d. Covered walkway provided between classrooms and cafeteria
- e. Serves balanced diet and well cooked food
- f. Ice cream sold after lunch and school

2. Areas needing improvement

- a. Provide tile for floors
- b. Better drainage above cafeteria
- c. Landscape area around building

3. Plans for improvement

- a. Immediate plans
 - (1) Continue to improve kitchen facilities
 - (2) Landscape around cafeteria
- b. Long-range plans
 - (1) Provide tile for floors through budgeted funds
 - (2) Move earth above cafeteria for better drainage

D. Auditorium

1. Status

- a. Adequate seating for membership
- b. Used for indoor play area
- c. Stage scenery and curtains provided
- d. Used for community activities governed by School Board policies



2. Areas needing improvement

- a. Stage walls need repairing
- b. Curtains need cleaning and dyeing
- c. Floors need refinishing and walls painted
- d. Storage for chairs

3. Plans for improvement

- a. Immediate plans
 - (1) Repair stage walls
 - (2) Refinish floors
- b. Long-range plans
 - (1) Have curtains cleaned and dyed
 - (2) Paint walls and ceiling of auditorium
 - (3) Provide storage for chairs under stage

E. Administrative office

1. Status

- a. Central location
- b. Located in a converted office
- c. Adequate files and storage cabinets
- d. Typewriter and adding machine available
- e. Principal and secretary use same office room

2. Areas needing improvement

- a. Convert former coatscreen to bookroom
- b. Repaint walls and wainscotting
- c. Refinish floors

3. Plans for improvement

- a. Immediate plans

- (1) Refinish floors
 - (2) Repaint walls and wainscotting
 - b. Long-range plans
 - (1) Convert coat-screen to book room
 - (2) Provide drapes for windows
 - (3) Pictures for office walls
- F. Teachers lounge and workroom
 - 1. Status
 - a. Consists of one-half of a classroom
 - b. Near private rest rooms
 - c. Contains comfortable furniture
 - d. Used as a place for audio-visual storage
 - e. Contains duplicator and paper cutter
 - f. Used for professional library
 - 2. Areas needing improvement
 - a. Wall extended to ceiling in office
 - b. Refinishing of floors
 - c. Private restroom for teachers
 - d. Partition between entrance of principal's office
 - e. Additional storage space
 - 3. Plans for improvement
 - a. Immediate plans
 - (1) Refinish floors
 - (2) Provide additional storage space
 - b. Long-range plans
 - (1) Extend walls to ceiling in office

(2) Install private restroom for teachers

(3) Add partition between office entrance and lounge

G. First aid and health room

1. Status

- a. Contains two folding cots
- b. Ample first aid supplies
- c. Army litter for emergencies
- d. Scales for weighing and measuring height of pupils
- e. Facilities provided and maintained by parents

2. Areas needing improvement

- a. Cabinet for storage of linen
- b. Screen for privacy between cots
- c. Mattress for one cot

3. Plans for improvement

- a. Immediate plans
 - (1) Provide screen for privacy
 - (2) Construct cabinet for storage of linen
 - (3) Secure mattress for cot
- b. Long-range plan
 - (1) Provide cleanliness every day
 - (2) Encourage parents to take sick pupils home

H. Storage facilities

1. Status

- a. Vacant classroom used for custodial supplies

- b. Audio-visual material in teacher's lounge
 - c. Instructional supplies stored in individual classroom and first grade room
- 2. Areas needing improvement
 - a. Shelving for custodial supplies
 - b. Cabinets for audio-visual supplies
- 3. Plans for improvement
 - a. Immediate plans
 - (1) Provide additional shelving for custodial supplies
 - (2) Construct shelving for audio-visual materials
 - b. Long-range plans
 - (1) Convert vacant classroom into custodial room and utility room
 - (2) Construct book room in principal's office
- I. Toilet facilities
 - 1. Status
 - a. Commodes adequate and in working order
 - b. One toilet in first grade room
 - c. Adequate privacy in girls restrooms
 - d. Two public restrooms in auditorium
 - 2. Improvement needed
 - a. Painting of restroom floors
 - b. Installing doors to closets in boys restroom
 - 3. Plans for improvement
 - a. Immediate plans
 - (1) Paint restroom floors

- (2) Install doors to closets in boys restroom

- b. Long-range plan

- (1) Provide restroom facilities in teachers lounge

III. Instructional materials

The state allocates \$1.50 per student and the county has a budgeted amount of \$3.00 per student in average daily membership. In addition to this amount the school charges \$2.00 per pupil to be used on supplementary books and other instructional material. The county will spend \$11,000 from county funds and an equal amount from Federal funds on science and mathematics equipment. This will be distributed on the basis of membership.

A. Strengths

1. Library services

- a. Books and magazines meet state requirements
- b. Classes scheduled for regular periods
- c. Used as a resource center

2. Audio-visual equipment

- a. Classified filmstrips (530 filmstrips)
- b. One tape recorder
- c. Two filmstrip, three movie, and one opaque projector
- d. Eight small and two large record players
- e. Screens for projectors in each classroom
- f. Maps above state requirement
- g. Globes (six)

3. Art materials

- a. Finger paint, tempera paint, brushes, glue
- b. Variety of art paper
- c. Rulers, yardsticks, scissors
- d. Chalk, crayons, colored pencils, magic markers
- e. Easels in each room
- f. Clay
- g. Selected art prints for each grade
- h. Textbooks for children in grades 1-8

4. Music aids

- a. Record players in each room
- b. Record collection in each grade suited to grade level
- c. Rhythm instruments in first grade
- d. Song books in each room suited to grade level
- e. One piano
- f. Band lessons available for grades 7-8
- g. Private music lessons available
- h. Programs to provide music enjoyment
- i. North Carolina Little Symphony encourages music appreciation
- j. Orchestral instrument pictures
- k. Toy xylophones in primary grades
- l. Pitch pipes and staffliners

5. Physical education

- a. State handbook to guide program

- b. Scales for weighing and measuring
- c. Balls, bats, jumping ropes
- 6. Science provisions
 - a. Textbooks
 - b. Aquariums and terrariums
 - c. Planetarium
 - d. Incubator
 - e. One primary and one grammar grade science kit
 - f. Rock collections
 - g. Supplies for experiments
 - h. Supplementary materials
- 7. Classroom aids
 - a. Typewriter in principal's office
 - b. Duplicating machine in teacher's lounge
 - c. Classroom facilities
 - (1) Adequate maps, globes, bulletin boards, and chalk boards
 - (2) Lavatories and drinking fountains in each room and library
 - (3) Adequate dictionaries
 - (4) Variety of art paper
 - (5) Supplementary books in each room suited to grade level (total 1522)
 - (6) Charts and chart holders
 - (7) Bookcases, work or reading tables, and eight rolling tables
 - (8) Chalk, erasers, magic markers, crayons

- (9) Rulers, yardsticks, scissors, toy clocks in primary, toy cash registers, flash cards, number boards, magnetic boards, flannel boards, games, abacus, staplers, thermometers
- (10) Cursive or manuscript letters in each room
- (11) Masking and cellophane tape
- (12) Teachers desks and chairs
- (13) Pencil sharpeners

B. Needs

- 1. More rhythm instruments
- 2. More electrical outlets
- 3. Repair work on library books done yearly
- 4. More library books
- 5. Some way to help control dust on our wood floors
- 6. More chart holders

C. Plans for improvement

- 1. Immediate plans
 - a. Improve instructional methods by study and self criticism
 - b. Add things that are needed as funds are made available
- 2. Long-range plans
 - a. Use budgeted funds when available to purchase materials as needed
 - b. Be alert and eager to find new ways for teacher growth

IV. Transportation

A. Eight buses serve school

- 1. Five buses terminated at Otto school

2. Three buses used in transporting students to Franklin High School

3. Four adult and four student drivers employed

- B. All buses make only one trip per day
- C. All buses under recommended load limit
- D. Adult drivers being replaced by student drivers
- E. Round trip bus mileage 197 miles per day
- F. Excellent service from county bus garage

COMMUNITY-SCHOOL INTERACTION

Our school is an integral part of a rather large and wide spread community. Teachers and pupils should use human, institutional, and material resources of the community and the total school district. We attempt to work cooperatively with all people of the community toward better education, facilities, and services. We teachers, parents, and non-parents of our community have a common goal which is the development of well rounded citizens. Through our cooperative efforts we hope to offer experiences that will contribute to the intellectual, physical, cultural, and spiritual development of all pupils; thereby making this and other communities a better place in which to live.

I. Community serves the school

A. Parent Teacher Association

1. Grade mothers

- a. Resource people
- b. Hostesses for classroom parties
- c. Chaperone groups on field trips
- d. Donate classroom teaching aids

2. Child welfare work

- a. Lunches for needy children
- b. Clothing

3. Promote parent-teacher understanding

4. Supports County PTA Council

5. Contributions for physical improvement of school
 - a. Shrubs donated by parents
 - b. Clock for classrooms
 - c. Playground improvement
- B. Civic organizations
 1. Lions Club helps with glasses for needy
 2. Rotary Club helps with crippled children
- C. Health department
 1. Pre-school clinics conducted by nurse
 2. Referrals screened by doctor and nurse
 3. Work with school on special clinics
 4. Provides dental examination in school
 5. Distributes printed materials to school
- D. Public library
 1. Supplement to school library
 2. Fontana Bookmobile comes to school monthly
- E. Churches
 1. Cooperates with special programs
 2. Provides lunches for needy children
- F. 4-H Clubs
 1. Promotes leadership
 2. Encourages recreational activities
 3. Stresses beautification and wholesome living
 4. Planted trees for school forest
- G. Newspapers and radio
 1. Gives coverage when notified

2. Makes announcements of special programs and projects

3. Prints and records school programs

H. Individual community members

1. Cooperates with school sponsored projects

2. Provides resource personnel

3. Assists in school programs

I. Coweeta Hydrological Laboratory

1. Conducts field trips for special pupil groups

2. Gives programs to school

3. Provides special literature for library

II. School serves community

A. Interpretation of school program

1. Exhibits and programs

2. Press and radio

3. School hand book

B. Representatives serving on Better School Committee

C. Open house during American Education Week

D. Open house during National Lunchroom Week

E. Children participating in activities sponsored by civic clubs

F. Orientation day for beginners

1. Children visit classrooms, lunchroom, and entire school plant

2. Parents attend workshop

G. Facilities for meetings

1. Place for township to vote

- 2. 4-H Club after school hours
- 3. Regulations for meeting by School Board
- H. Religious differences recognized
- I. Money drives prohibited
- J. Salesmen excluded during school hours
- K. Mores and customs affect curriculum very little

III. Information from community

- A. Individual cumulative folder
 - 1. Religious preference
 - 2. Economic status
 - 3. Occupation
 - 4. Marital status
 - 5. Number children in family
 - 6. Present address
 - 7. Telephone number
 - 8. Educational status
 - 9. Place of birth
- B. Survey
 - 1. Pre-school children six years in advance
 - 2. Number retired parents
 - 3. Number employed and not employed
 - 4. Education status of parents

IV. Areas needing improvement

- A. More use of community resources
- B. Continue improvement of standards of community living

- C. Improve community recreation
- D. Beautification of school grounds
- E. Greater use of resource people
- F. More complete community survey

V. Plans for improvement

A. Immediate plans

- 1. Make community survey to include non-parents
- 2. Beautification of school grounds
 - a. Shrubs
 - b. Landscaping
- 3. Greater use of building and grounds for community activities

B. Long-range plans

- 1. More use of community resources
- 2. Encourage better community living
- 3. More use of resource personnel
- 4. Complete community survey

COORDINATION

We recognize the importance of human relations, moral and spiritual values, and social and civic understandings. We are conscious of the necessity for coordination of state and county administrative staffs, service personnel, principal, teachers, pupils, community lay persons, and resource people. It is essential that these people understand the problems involved in the total learning process and seek to coordinate ways of providing experiences and the best learning opportunities for the pupils.

I. Present practices

A. Coordination of school and community resources

1. Use of resource personnel in units of study

- a. Films shown by Ranger and State Forest Supervisor
- b. Donation of conservation material by local government agencies
- c. Visitation to Coweeta Experiment Station to observe weather instruments
- d. Informing community of school policies, through handbook
- e. Using special education teachers for exceptional children
- f. Utilizing collection of available minerals in community for pupil study
- g. Using people with special talents in special programs

B. Reviewing and revising administrative policies, through democratic procedures

1. Formation of county handbook by teachers, principals, and county administrative personnel
 2. Suggestions of local faculty carried to meetings of administrative personnel
 3. Acquainting personnel with state school laws and policies in local and county meetings
 4. Providing reports from state and county administrative personnel through letters or memoranda
 5. Suggestions recommended by County Parent Teacher Council to improve school services
- C. Utilizing the suggestions of school personnel and lay persons when studying and revising administrative policies
1. Recommendations for improving school from local P.T.A. sent to County Board of Education
 2. Teacher suggestions considered by administrative personnel before formation of policies
 3. Lay persons given opportunities to study school needs and recommend improvements through appointed committees
- D. Coordinating inservice educational activities
1. Planned courses and workshops taken from requests on preliminary reports
 2. Visitation to other schools provided principals and teachers by county administrative personnel
 3. Utilizing state consultants in general county meetings and limited groups
- E. Provisions of current and effective instructional material
1. Central store room provided with variety of instructional materials
 2. Provision for teacher selection of materials included in central store room

3. State and county funds allotted to each teacher (about \$50)
 4. Special materials ordered by request of teacher from county and state funds
 5. Matching of N.D.E.A. funds by county for needed science and mathematical materials
 6. County and state money used to provide needed library books and magazines
 7. Community relieved of providing instructional materials and supplies
- F. Coordinating curricular and co-curricular activities
1. Using pupils to help compile surveys made by school
 2. Opportunities provided pupils to assist teachers in health services
- G. Coordinating overall objectives toward which school is working
1. Encouraging teachers to study bulletin board in teachers lounge
 2. Discussing and evaluating objectives in faculty meetings
 3. Informing pupils about school policies, procedures, and objectives
 4. Evaluating parent attitudes toward the school through surveys
- H. Direction given to organizations interested in school program
1. Giving reports to local P.T.A. and P.T.A. County Council meetings
 2. Using press and radio to inform parents and pupils of their responsibilities
 3. Cooperating with lay personnel to improve school programs
 4. Using special service personnel to improve the school program

5. Informing various organizations by talks from administrative personnel

II. Areas needing improvement

- A. More participation of pupils and lay persons in planning and carrying out plans
- B. Visits by teachers to classrooms in county and surrounding counties
- C. Faculty to take advantage of more inservice training programs
- D. Establish a film library to be distributed through Superintendent's office
- E. A closer adherence to school policies by teachers, parents, and pupils
- F. Better reporting about referrals to special health clinics, psychologist, and vaccinations for school records

III. Plans for improvement

A. Immediate plans

1. Encourage more participation of pupils and lay persons in planning and carrying out plans
2. Provide teachers more opportunities to visit other classrooms for self improvement
3. Create a desire for faculty to take advantage of extension courses and workshops
4. Insist on a closer adherence to school policies by teachers, parents, and pupils

B. Long-range plans

1. Provide a central film library in Superintendent's office for use by all schools
2. Encourage county to provide more help to Health Office so as to give better service to schools

CONCLUSION

Our evaluation of our school is not a means to an end, but a beginning of a program which will improve the educational level of all pupils that will attend the school in the future. We feel that the instruction has been improved by enabling teachers to see the school program as a whole. Pupils have received valuable experience in various areas as they participated in the study.

This study has made parents, teachers, and pupils more aware of the needs of our school. It has helped us make better use of existing facilities and materials and provided us with additional ones.

Extension courses and workshops have helped teachers grow professionally. Our study has encouraged professional growth through professional reading and self-evaluation.

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